**Area of Learning: SECOND LANGUAGES — Mandarin Chinese Grade 5**

**BIG IDEAS**

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| Listening and viewing with intent helps us acquire a new language. |  | Both verbal and **non-verbal cues** contribute meaning in language. |  | **Reciprocal** communication is possible using high-frequency words and patterns. |  | We can explore our identity through a new language. |  | **Stories** help us to acquire language. |  | Each culture has traditions and ways of celebrating. |

**Learning Standards**

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| **Curricular Competencies** | **Content** |
| *Students are expected to be able to do the following:*Thinking and communicating* Demonstrate awareness of the relationships between **sounds**, **phonetic representation**, **Chinese characters**, and meaning
* Identify key information in slow, clear speech and other **texts**
* Comprehend stories
* Comprehend high-frequency **vocabulary** in slow, clear speech and other texts
* Use **language-learning strategies**
* Interpret non-verbal cues to increase understanding
* Respond to simple commands and instructions
* Participate in simple interactions
* **Seek clarification** of meaning
* Share information using the **presentation format** best suited to their own and others’ diverse abilities

Personal and social awareness* Consider personal, shared, and others’ experiences, perspectives, and worldviews through a **cultural lens**
* Recognize First Peoples perspectives and knowledge; other **ways of knowing**, and local cultural knowledge
 | *Students are expected to know the following:** **phonetic systems**
* **tonal variations**
* commonly used Chinese characters
* basic **strokes** and **structure** of Chinese characters

common, high-frequency vocabulary, sentence structures, and expressions, including:* + simple **questions** and **descriptions**
	+ basic **information** about self and others

basic commands* First Peoples perspectives connecting language and culture, including **oral histories**, **identity**, and **place**
* Chinese **works of art**
* Chinese communities in Canada
* common elements of Chinese **cultural festivals and celebrations**
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**Area of Learning: SECOND LANGUAGES — Mandarin Chinese Grade 6**

**BIG IDEAS**

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| Listening and viewing with intent helps us understand a message. |  | We can explore our identity through a new language. |  | **Reciprocal** communication is possible using high-frequency words and patterns. |  | **Stories** help us to acquire language and **understand the world** around us. |  | Learning about language from diverse communities helps us develop cultural awareness. |

**Learning Standards**

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| **Curricular Competencies** | **Content** |
| *Students are expected to be able to do the following:*Thinking and communicating* Recognize the relationships between **sounds**, **phonetic representation**, **Chinese characters**, and meaning
* Identify key information in slow, clear speech and other **texts**
* Comprehend stories
* Comprehend high-frequency words and patterns in slow, clear speech and other texts
* Use **language-learning strategies**
* Interpret **non-verbal cues** to increase understanding
* Respond to questions, simple commands, and instructions
* **Exchange ideas** and information, both orally and in writing
* **Seek clarification** of meaning using common statements and questions
* Share information using the **presentation format** best suited to their own and others’ diverse abilities

Personal and social awareness* Consider personal, shared, and others’ experiences, perspectives, and worldviews through a **cultural lens**
* Recognize First Peoples perspectives and knowledge; other **ways of knowing**, and local cultural knowledge
 | *Students are expected to know the following:** **phonetic systems**
* **tonal variations**
* commonly used Chinese characters
* basic **strokes** and **structure** of Chinese characters

common, high-frequency vocabulary, sentence structures, and expressions, including:* + types of **questions**
	+ **descriptions of others**
	+ **hobbies and topics of interest**

common **emotions** and states of **physical health*** First Peoples perspectives connecting language and culture, including **oral histories**, **identity**, and **place**
* **cultural aspects** of Chinese communities
* Chinese **works of art**
* Chinese communities in Canada
* Chinese **cultural** **festivals and celebrations** in Canada
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**Area of Learning: SECOND LANGUAGES — Mandarin Chinese Grade 7**

**BIG IDEAS**

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| Listening and viewing with intent helps us understand an increasing variety of messages. |  | We can explore identity and place through increased understanding of a new language. |  | **Reciprocal** interactions help us understand and acquire language. |  | **Stories** help us to acquire language and **understand the world** around us.  |  | Knowing about diverse communities helps us develop cultural awareness. |

**Learning Standards**

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| **Curricular Competencies** | **Content** |
| *Students are expected to be able to do the following:*Thinking and communicating* Recognize the relationships between **sounds**, **phonetic representation**, **Chinese characters**, and meaning
* Comprehend **key information** and supporting details in slow, clear speech and other **texts**
* Comprehend meaning in stories
* Use **language-learning strategies** to increase understanding
* Follow instructions to complete a task and respond to questions
* **Exchange ideas** and information, both orally and in writing
* **Seek clarification** of meaning using common statements and questions
* Share information using the **presentation format** best suited to their own and others’ diverse abilities

Personal and social awareness* Identify, **share, and compare** linguistic and cultural information about Chinese communities
* Examine personal, shared, and others’ experiences, perspectives, and worldviews through a **cultural lens**
* Recognize First Peoples perspectives and knowledge; other **ways of knowing**, and local cultural knowledge
 | *Students are expected to know the following:** **phonetic systems**
* **tonal variations**
* commonly used Chinese characters
* basic **parts and radicals**

common, high-frequency vocabulary, sentence structures, and **expressions**, including: * + types of **questions**
	+ instructions and **comparisons**

**descriptions of others*** **common elements of stories**
* First Peoples perspectives connecting language and culture, including **oral histories**, **identity**, and **place**
* Chinese **works of art**
* **cultural aspects** of Chinese communities
* Chinese communities around the world
 |

**Area of Learning: SECOND LANGUAGES — Mandarin Chinese Grade 8**

**BIG IDEAS**

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| Listening and viewing with intent supports our acquisition and understanding of a new language. |  | We can express ourselves and talk about the world around us in a new language. |  | With increased fluency, we can participate actively in **reciprocal** interactions. |  | We can share our experiences and perspectives through **stories.**  |  | **Creative works** are an expression of language and culture. |  | Acquiring a new language and learning about another culture deepens our understanding of our own language and culture. |

**Learning Standards**

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| **Curricular Competencies** | **Content** |
| *Students are expected to be able to do the following:*Thinking and communicating* Recognize the relationships between **sounds**, **phonetic representation**, **Chinese characters**, and meaning
* Comprehend **key information** and supporting details in **texts**
* Comprehend meaning in stories
* Use various **strategies** to increase understanding and produce oral and written language
* **Narrate** stories, both orally and in writing
* **Exchange ideas** and information, both orally and in writing
* **Seek clarification and verify** meaning
* Share information using the **presentation format** best suited to their own and others’ diverse abilities

Personal and social awareness* Describe **cultural aspects** of Chinese communities
* Describe **similarities and differences** between their own cultural practices and traditions and those of Chinese communities
* **Engage in experiences** with Mandarin-speaking people and Chinese communities
* Examine personal, shared, and others’ experiences, perspectives, and worldviews through a **cultural lens**
* Recognize First Peoples perspectives and knowledge; other **ways of knowing**, and local cultural knowledge
 | *Students are expected to know the following:** **phonetic systems**
* **tonal variations**
* commonly used Chinese characters
* basic **parts and radicals**

common, high-frequency vocabulary, sentence structures, and **expressions**, including: * + types of **questions**
	+ **time and frequency**
	+ reasons for **preferences, emotions, and physical states**

**beliefs and opinions*** past and present **time frames**
* **common elements of stories**
* First Peoples perspectives connecting language and culture, including **oral histories**, **identity**, and **place**
* Chinese **works of art**
* cultural aspects of Chinese communities around the world
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**Area of Learning: SECOND LANGUAGES — Mandarin Chinese Grade 9**

**BIG IDEAS**

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| Listening and viewing with intent supports our acquisition and understanding of a new language. |  | Acquiring a new language allows us to explore our identity and culture from a new perspective. |  | Conversing about things we care about can motivate our learning of a new language. |  | We can share our experiences and perspectives through **stories**. |  | **Creative works** allow us to experience culture and appreciate cultural diversity. |

**Learning Standards**

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| **Curricular Competencies** | **Content** |
| *Students are expected to be able to do the following:*Thinking and communicating* Recognize the relationships between **sounds**, **phonetic representation**, Chinese characters, and meaning
* Recognize and produce content-related Chinese characters
* **Derive meaning** from speech and a variety of other **texts**
* Use various **strategies** to increase understanding and produce oral and written language
* **Narrate** stories, both orally and in writing
* **Exchange ideas** and information, both orally and in writing
* **Seek clarification and verify** meaning
* Share information using the **presentation format** best suited to their own and others’ diverse abilities

Personal and social awareness* Recognize the importance of story in personal, family, and community identity
* Describe **similarities and differences** between their own **cultural practices** and those of Chinese communities
* **Engage in experiences** with Mandarin-speaking people and Chinese communities
* Examine personal, shared, and others’ experiences, perspectives, and worldviews through a **cultural lens**
* Recognize First Peoples perspectives and knowledge; other **ways of knowing**, and local cultural knowledge
 | *Students are expected to know the following:** phonetic systems
* **Chinese characters, meaning, and structure**
* **tonal variations**

commonly used vocabulary, sentence structures, and expressions, including: * + types of questions
	+ descriptions of people, objects, places, and personal interests
	+ **sequence of events**

needs and opinions* past, present, and future **time frames**
* **elements of common texts**
* **common elements of stories**
* First Peoples perspectives connectinglanguage and culture, including **oral histories**, **identity**, and **place**
* Chinese **works of art**
* cultural practices in various Chinese communities
* ethics of **cultural appropriation** and plagiarism
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**Area of Learning: SECOND LANGUAGES — Mandarin Chinese Grade 10**

**BIG IDEAS**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Listening and viewing with intent supports our acquisition and understanding of a new language. |  | **Stories** give us unique ways to understand and reflect on meaning. |  | Expressing ourselves and engaging in conversation in a new language require courage, risk taking, and perseverance. |  | **Cultural expression** can take many forms. |  | Acquiring a new language provides a unique opportunity to access and interact with diverse communities. |

**Learning Standards**

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| **Curricular Competencies** | **Content** |
| *Students are expected to be able to do the following:*Thinking and communicating* Recognize the relationships between **sounds**, **phonetic representation**, Chinese characters, and meaning
* Recognize how **choice of words** affects meaning
* Comprehend key information and supporting details in speech and a variety of other **texts**
* Comprehend meaning and viewpoints in stories
* Use various **strategies** to increase understanding and produce oral and written language
* **Narrate** stories, both orally and in writing
* Interpret non-verbal cues to increase understanding
* **Exchange ideas** and information, both orally and in writing
* Share information using the **presentation format** best suited to their own and others’ diverse abilities
* **Seek clarification and verify** meaning
 | *Students are expected to know the following:** phonetic systems
* **tonal variations**
* **Chinese characters, meaning, and structure**

commonly used vocabulary, sentence structures, and expressions, including: * + types of **questions**
	+ **activities, situations, and events**

**opinions*** past, present, and future **time frames**
* **elements** **of common texts**
* **common elements of stories**
* First Peoples perspectives connecting language and culture, including **oral histories**, **identity**, and **place**
* Chinese **works of art**
* cultural practices in various Chinese communities
* contributions of Chinese Canadians to society
* ethics of **cultural appropriation** and plagiarism
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**Area of Learning: SECOND LANGUAGES — Mandarin Chinese Grade 10**

**Learning Standards (continued)**

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| **Curricular Competencies** | **Content** |
| Personal and social awareness* Describe how the cultural identity of China and Chinese communities throughout the world have been shaped by regional, cultural, and linguistic practices
* **Engage in experiences** with Mandarin-speaking people and Chinese communities
* Recognize the importance of story in personal, family, and community identity
* Analyze personal, shared, and others’ experiences, perspectives, and worldviews through a **cultural lens**
* Recognize First Peoples perspectives and knowledge; other **ways of knowing**, and local cultural knowledge
 |  |